



## Teacher of Literacy (Intervention & Inclusion Focus)

### Job Description & Person Specification

**Reports to:** Head of English (with close working with SENCO)

**Location:** King's Academy Ringmer

**Working Time:** 195 days per year (including 5 INSET days), plus such additional hours as are necessary to fulfil the professional duties of the role

**Salary:** KGA Teachers' Pay Scale – Main Pay Range (MPR)

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### Main Job Purpose

To deliver high-quality teaching and lead targeted literacy intervention to students with identified literacy needs, including those with low reading ages and additional learning needs.

The postholder will play a key role in improving literacy outcomes across the academy, working collaboratively with the English department and SEN team to design, deliver and evaluate effective support strategies.

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### Principal Accountabilities

#### Teaching and Learning

- Plan and deliver high-quality teaching, adapting lessons to meet the needs of students with literacy gaps.
- Assess, monitor and report on student progress, using data to inform planning and intervention.
- Set high expectations for all students and promote engagement, progress and achievement.
- Use a range of teaching strategies, including phonics and structured literacy approaches where appropriate.
- Provide timely and effective feedback to support student progress.

#### Literacy Intervention

- Lead and deliver targeted literacy interventions for identified students.
- Use diagnostic assessment (e.g. reading age data) to identify needs and measure impact.
- Develop and adapt resources to support literacy development.
- Work with teaching staff to embed literacy strategies across the curriculum.
- Support the academy's wider literacy priorities and initiatives.
- Evaluate the impact of interventions and adapt provision accordingly.

#### Inclusion and SEND

- Work closely with the SENCO to support students with additional needs, including dyslexia and SEMH.
- Contribute to the planning and review of support strategies, including Pupil Portraits.
- Provide guidance to LSAs supporting literacy interventions and classroom practice.
- Promote inclusive practice and ensure all students can access learning.

### **Collaboration and Communication**

- Work collaboratively with colleagues across departments to improve outcomes for students.
- Communicate effectively with parents/carers regarding student progress and support strategies.
- Liaise with external agencies where appropriate.

### **Pastoral Responsibilities**

- Act as a tutor to an assigned group of students.
- Support the wellbeing, attendance and personal development of students.
- Contribute to the academy's pastoral systems and expectations.

### **Professional Responsibilities**

- Engage fully in performance management and CPD.
- Contribute to departmental and whole-school development.
- Uphold the academy's values and adhere to all Trust policies, including safeguarding.

### **Safeguarding**

- Safeguard and promote the welfare of children and young people.
- Follow all safeguarding policies and procedures.
- Report concerns promptly in line with academy expectations.

### **Health and Safety**

- Take reasonable care for the health and safety of yourself and others who may be affected by your actions at work.
- Follow all academy policies and procedures relating to health, safety and security.
- Ensure that learning environments are safe, well-organised and suitable for teaching and intervention activities.
- Report any concerns, hazards or incidents promptly in line with academy procedures.
- Promote safe working practices and support students to understand and follow expectations relating to safety and behaviour.

### **Equity, Diversity and Inclusion**

- Actively promote and uphold the Trust's commitment to equity, diversity and inclusion in all aspects of the role.
- Create an inclusive learning environment where all students feel valued, respected and able to succeed.
- Demonstrate high expectations for all students, regardless of background, ability or need.

- Adapt teaching and intervention approaches to meet the diverse needs of learners.
- Challenge inappropriate behaviour, language or attitudes in line with academy policies.
- Contribute to a positive and inclusive culture across the academy community.

### **General Responsibilities**

- Participate in professional development and training where required.
  - Attend relevant staff meetings and training sessions.
  - Comply with all Trust policies, including those relating to health and safety, safeguarding and equality.
  - Undertake any other duties commensurate with the grade of the post as reasonably requested by the Principal.
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### **Person Specification**

#### **Essential**

#### **Qualifications**

- Qualified Teacher Status (QTS)
- Degree or equivalent qualification

#### **Experience**

- Experience of teaching in a secondary school setting
- Experience of supporting students with literacy needs, including those with low reading ages
- Experience of adapting teaching to meet the needs of students with SEND (e.g. dyslexia, SEMH)
- Experience of assessing, monitoring and tracking student progress

#### **Skills and Knowledge**

- Strong understanding of literacy development and effective intervention strategies
- Knowledge of phonics and/or structured reading approaches
- Ability to plan and deliver engaging, differentiated lessons
- Ability to use assessment data to inform teaching and improve outcomes
- Strong classroom management skills and the ability to establish positive learning environments
- Ability to work collaboratively with colleagues, including teaching staff and LSAs
- Excellent communication and interpersonal skills, including working with parents/carers

#### **Personal Attributes**

- Commitment to high expectations and inclusive practice for all students
- Ability to build positive and professional relationships with students and staff
- Organised, proactive and able to manage workload effectively
- Reflective practitioner committed to continuous professional development
- Resilient, adaptable and able to work effectively under pressure
- Commitment to upholding the Trust's values, including equity, diversity and inclusion

## **Desirable**

### **Experience**

- Experience of delivering targeted literacy interventions
- Experience of working with students with dyslexia or specific learning difficulties
- Experience of contributing to whole-school literacy initiatives

### **Skills and Knowledge**

- Knowledge of current research and best practice in literacy development
- Experience of using assistive technology to support literacy

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This job description outlines the duties required at the current time and may be reviewed and updated in consultation with the postholder to reflect the changing needs of the Trust.